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The first volume should be especially interesting to students of political and constitutional history, for the island did not belong to any chartered province, 1642-1664, and was an independent self-governing entity. While nominally a part of New York, 1665-1691, in fact it was practically independent. The political scientist will find here an account of a contest between the powers working for aristocratic and democratic control respectively. He will find unusual forms of county and town government and judicial administration, *e. g.*, at first, no body of freemen, denial of the suffrage, the union of legislative, executive, and judicial functions; later a body of freemen acting as an appellate court, an attempt to introduce manorial government, etc. These peculiarities were due to the isolated position of the island, the conflicting claims over the territory, and the struggle between the Mayhew family and the townsmen for political control. The missionary work of this family among the Indians is also of especial interest. In the second volume a large amount of space is given to detailed biographies of the early settlers, notwithstanding the plan of the third volume. Less space is accordingly given to accounts of the social and economic life of the people than one wishes. The work is remarkably free from errors of fact. Dr. Banks, who is neither a native nor a resident of the island, deserves the thanks of historical students for writing such a scholarly and, on the whole, satisfactory history of Martha's Vineyard.

M. W. JERNEGAN.

TEXT-BOOKS

History in the Elementary Schools: Methods, Courses of Study, Bibliographies. By W. F. Bliss, B.S., M.L., Dean of the Normal School and Head of the Department of History, State Normal School, San Diego, California. (New York, American Book Company, 1911, pp. 214.) The section entitled Courses of Study in Dean Bliss's book contains topics selected from primitive life for the first four grades, topics from medieval and early modern periods for the fifth and sixth grades, and a detailed outline of American history for the seventh and eighth grades. The author claims no credit for originality. He distinctly states (on pages 6 and 7) that the merit of the course is due to the suggestiveness of the work of others.

Only twelve pages are given to methods of instruction in primary, intermediate (fifth and sixth), and grammar grades. The author is evidently familiar with some of the best written discussions of methods applicable to both college and elementary work. Unfortunately, however, he seems to lack that first-hand experience with children so necessary to any adequate understanding of methods of instruction suitable for each stage of development. On pages 49 and 50 for instance in describing grammar grade work he says: "Pupils are expected to keep note-books . . . are encouraged to make brief abstracts of their readings and the *lectures* of the teacher. Here the first steps are taken in

the *research* or library method of studying history." The italics are mine.) The evils resulting from such suggestions if carried out in practice could scarcely be overestimated. Some of the author's suggestions are thoroughly psychological, but the teacher who has sufficient discernment to know what to accept and what to reject has no need for such a book. For the inexperienced it is neither stimulating nor safe.

The bibliographies do not contain comment sufficiently discriminating to inspire confidence. The book adds nothing of value to either the literature or the pedagogy of the subject.

S. A. DYNES.

Historical Atlas. By William R. Shepherd, Professor of History, Columbia University. (New York, Henry Holt and Company, 1911, pp. xi, 94; 216 plates.) As an atlas for college courses in European history many instructors in this country have found nothing more satisfactory than Putzger's well-known *Schul-Atlas*. But the German nomenclature is difficult and confusing to students. The attempt to obviate this by publishing it with a German-English index, as was done by an American publisher when it celebrated its well-deserved twenty-fifth anniversary with an enlarged *Jubiläums-Auflage*, was not really a success. Mr. Shepherd has done very much better. He has translated and adopted all that was best in Putzger, and added many excellent new maps of his own. He has made a well-proportioned and very serviceable atlas of general history in place of the old Putzger, which had an emphasis excessively German for any except German students. His maps range in time from the Mycenaean Age and the Assyrian Empire down to plates which show the levels and locks of the Panama Canal and the projected steamship lines which will be put into operation when the canal is opened. The maps are numbered, not according to folio sheets or plates, but like ordinary pages in a book, so that a full sheet, printed on both sides and folded once, represents four pages. Of the total 216 pages, aside from 18 which are blank, 33 are devoted primarily to ancient history, 123 to medieval and modern European history (including the expansion of Europe into Asia and Africa), 11 to English, and 31 to American, history. Each of the fields is so well represented and the maps are so good that they ought to be adequate for ordinary undergraduate use in any history course.

Mr. Shepherd wisely gives more attention to physical geography than is usually the case in student atlases. There is a good map at the beginning showing the physical features of Europe, Western Asia, and Northern Africa, another of the British Isles, and another of North America; and many of the political maps have a background of physical features. We wish he had also included at the beginning a good map showing the physical geography of France, Germany, and Northern Italy, in greater detail than was possible on his small scale general map.

He recognizes the increasing interest in social and economic history,